DOCUMENT RESUME

ED 300 595 CE 051 229

TITLE Enterprise Education Bulletin. No. 4.
INSTITUTION Further Education Unit, London (England).
PUB DATE Jul 88
NOTE 4p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Education; *Business Education; Curriculum; Definitions; Educational Objectives; *Entrepreneurship; Foreign Countries; *Individual Development; Postsecondary Education; *Program Content; Vocational Adjustment
IDENTIFIERS United Kingdom; Youth Training Scheme

ABSTRACT

This bulletin is divided into three parts. The first part deals with the definition of enterprise education as a program of study concerned with self-employment; starting, controlling, and developing one's own business; and being enterprising and developing the personal effectiveness skills required to operate a business successfully. The second section summarizes the main elements of the Help, Advice, and New Development Support (HANDS) Enterprise Agency curriculum for entrepreneurial skills (i.e., the self-employment alternative, steps in starting and controlling one's own business, and techniques of developing a business). The current role of personal effectiveness skills in the Youth Training Scheme (YTS) program in the United Kingdom and other personal effectiveness skills that the Further Education Unit would like to see included in the YTS program are covered in the third section. Included among those skills are sharing responsibility, accepting decisions, cooperating with others, receiving and learning from advice, assisting others in solving their problems, and engaging in negotiation. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300595

FURTHER EDUCATION UNIT

CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

ENTERPRISE EDUCATION BULLETIN

No. 4 July 1988 *ISSN 0268-974X*

ENTERPRISE IN ACTION

Since FEU published its last *Enterprise Education Bulletin* over a year ago, the term 'enterprise' has found a much wider application. It used to be associated with the small business world and entrepreneurial skills but is now used in many more contexts, some of which do not bear these former connotations.

We are daily reminded that the 'enterprise culture' is to be encouraged in society. MSC, and more recently DTI, are exhorting their constituencies to pursue enterprise. Examining and validating bodies are devising qualifications in enterprise skills as their response. The 'Enterprise for Graduates' scheme has also arrived. Where does this leave the FE system?

FEU seeks to support FE in its understanding of the full range of applications of enterprise and how these are best delivered to our client-learners. In the next few bulletins in this series we will attempt to provide information for colleges teaching enterprise in its many guises, with a commentary supported by research and development work at the FEU. Contexts will include YTS, the new adult training programme (to be called 'Employment Training'), PICKUP, cross-circular applications and the implications for staff development throughout.

Note: Since this bulletin went to press the Manpower Services Commission has changed its name and is now known as the Training Commission.

Definitions

Enterprise beyond entrepreneurship has been the concern of educationists for some years now. In 1984, Ian Jamieson explained his position in this way: 'Enterprise is a concept which is significant by a change in grammar from the noun "enterprise" to the adjective "enterprising". This embraces the world of business, but is by no means its only concern'.

More recently, MSC has developed a concept of enterprise which converges with personal effectiveness, the fourth outcome of YTS. Thus personal effectiveness and enterprise should be planned for and measured as part of the experience of every YTS trainee. This, in turn, provides challenges for the FE lecturer who, as an educationist, will wish to follow through the impact of enterprise education and training on the full personal development of the enterprising person and on his/her life.

CE051229

The enterprise 'wheel' in figure 1 illustrates how the various aspects of enterprise might relate to each other.

Figure 1

BEST COPY AVAILABLE

At the hub of the wheel is enterprise; in future bulletins we shall explore the various ways in which enterprise may be experienced. The spokes of the wheel provide us with the most commonly understood contexts for pursuing enterprise, i.e. within business. This may be as a self-employed person, at the stage of starting and controlling your own business, or at the more advanced stage of developing your own business. A curriculum strategy for the delivery of this application of enterprise is proposed in *Entrepreneurial Skills: A Curriculum Framework for Self-Employment in Very Small Businesses* (FEU, 1987).

The outer rim of the wheel then allows for a much wider application: 'being enterprising'—skills derived originally from observing the successful entrepreneur. So whilst being related to the business world of the inner wheel, 'being enterprising' on the outer rim can also be free of the constraints that such a context may provide. In this wider dimension, enterprise skills can also be developed in a non-profit-seeking context, as in 'planning, negotiating and undertaking specific projects to produce goods or services (or specific events) for a wider group or need in society' (see 'MSC Entrain' *YTS News* February 1987). The setting for enterprise education does not have to be in business.

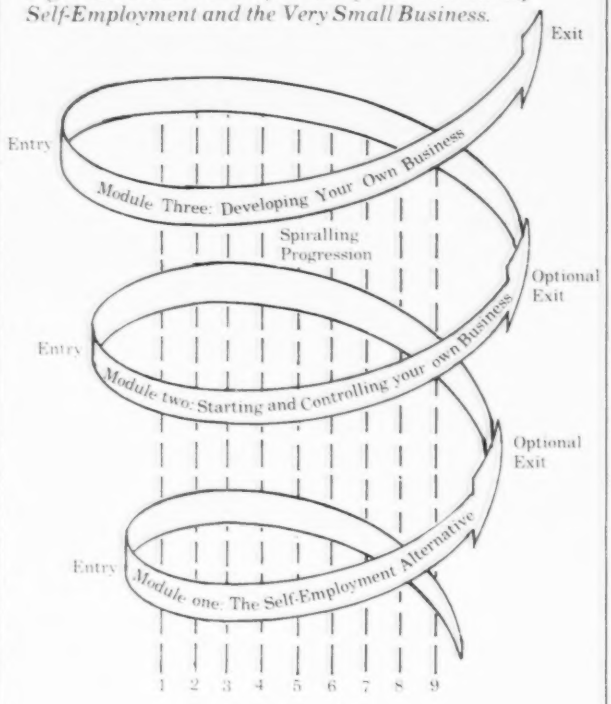
In this outer circle we have also included 'personal effectiveness'. Later in this bulletin we illustrate how 'being enterprising' and 'personal effectiveness' may be considered together, but highlighting the issues which such a juxtaposition raises.

Entrepreneurial skills

The first *Enterprise Education Bulletin* gave information about the HANDS' (Help, Advice and New Development Support Enterprise Agency) curriculum strategy for entrepreneurial skills. This has been further explained, developed and evaluated in *Entrepreneurial Skills* which provides a resource for immediate action for FHE colleges and adult education institutions in the teaching of entrepreneurial skills, whether in the context of YTS, CPVE, REPLAN, the new adult training programme, specially designed programmes for setting up a business, or mainstream vocational education.

The revised HANDS curriculum framework is illustrated in figure 2. It consists of a three-part modular programme. While all modules are related in order to provide an integrated course and to achieve spiralling progression, each module has a distinct function. The diagram shows the nine themes identified to form common strands through all three modules. Flexible entry and exit points recognise the varying characteristics and aspirations of the client-learners. For some, the programme provides basic information; for others, small business expertise; for yet others, counselling and guidance on starting, controlling and developing their own new business.

Figure 2: A Curriculum for Entrepreneurial Skills, Self-Employment and the Very Small Business.



COMMON STRANDS

1. People in Business
2. Selling—A Means to a Living
3. Viability—Revenue, Expenses and Location
4. Cash Forecasting
5. Business Planning: Control and Protection
6. Sources of Finance
7. The Legal Environment
8. Taxation and Value Added Tax
9. Personal Counselling

The authors provide a checklist of competences and outcomes, together with guidance on its use for the (optional) assessment of student performance. The use of a profile is suggested, as the whole ethos is supportive. Guidance on staff selection and development emphasises the importance, for tutors, of first-hand experience of self-employment and access to recently formed small businesses. Staff also need to develop their own counselling and guidance skills.

Personal effectiveness in YTS

The term 'personal effectiveness' has been used in YTS to cover a wide range of behaviour which MSC sums up, in *Development of the Youth Training Scheme* (July 1985), as 'an amalgam of personal qualities that are used generally in

employment and adult life': trainees must be allowed to 'develop maturity, self-reliance and inter-personal skills'. The YTS outcome, which is described in this way and which is also given as guidance to Approved Training Organisations, is one that FEU supports and would wish to be seen as central to the Scheme and, indeed, to all foundation education and training programmes.

Personal effectiveness is now also linked to enterprise by MSC. 'As part of the extension of YTS, enterprise training will complement existing activities, particularly those leading to the development of personal effectiveness' (*Youth Training News* MSC, December 1986, p.5). The use of the term 'enterprise' is centred on a concern that young people should have the skills, knowledge and attitudes to go out into the world and create their own futures and solve their own problems. MSC summarises enterprise characteristics as 'the ability and/or skills to take the initiative, make decisions, manage resources, influence others, show drive and determination and monitor progress.

In two-year YTS, MSC states that enterprise training will aim at making young people enterprising in a wide variety of situations, in and out of employment. In an MSC review (*YTS Review* MSC, 1984), an aim of YTS is stated as 'developing personal motivation, confidence and resilience'. MSC also suggests that, in assessing personal effectiveness, work experience and training providers should note any instances where the trainee has shown initiative, acted responsibly or coped with a problem in situations additional to the routine performance of occupational activites. However, an emphasis on self-reliance as a key feature of personal effectiveness would be a narrow interpretation; to describe effectiveness only in terms of solving one's own problems and standing up for oneself may encourage an undesirable selfish and self-centred view of entry to employment and adult life.

FEU believes that enterprise education, as part of a programme of vocational education and training, should also address the problems of securing social and economic autonomy. Preparation for entry to an 'enterprise culture' may assist individuals by providing them with the opportunity to develop powers of responsibility and decision making. Personal development must be retained as an essential feature of enterprise education and training.

MSC is currently examining the characteristics of personal effectiveness and working on a proposed new personal effectiveness inventory which should provide a broad and balanced definition of the effective person.

This is likely to include the MSC-stated characteristics of enterprise:

- taking the initiative;
- making decisions;
- managing resources;
- influencing others;
- showing drive and determination;
- monitoring progress.

FEU would wish to add some other characteristics, including:

- sharing responsibility;
- accepting decisions;
- co-operating with others;
- receiving and learning from advice;
- assisting others to solve their problems;
- engaging in negotiation.

These characteristics of enterprise are just as important and should be involved in the design and assessment of training programmes for all young people.

If, as MSC has suggested, enterprise is to become an important feature of YTS, it is essential that a balanced definition of enterprise emerges, which supports both a competitive and co-operative view of employment and adult life. Young people may need to be effective both as team members and team leaders, possibly simultaneously. The FEU therefore agrees that the aim should be the development of competence, as long as this is competence in a variety of roles and not just in skills or tasks. Consideration should therefore be given to the wide variety of roles held by an individual at any one time and throughout her/his life. To be enterprising is, for example, as much about respecting the reasonable decisions of others as it is about making decisions oneself. Enterprise as a key feature of personal effectiveness in YTS is elaborated in *Supporting Quality in YTS*, to be published by FEU.

Other issues concerning enterprise education are described in *Relevance, Flexibility and Competence* (FEU, 1987, pp 45-46). For details of this and other publications referred to in this bulletin, please contact FEU's Information Centre, telephone 01-934 9411.

Further information

Future editions of this bulletin will contain further news of development work in education for enterprise. For further information please contact Julia Coleman, FEU, Elizabeth House, York Road, London SE1 7PH or, in the context of YTS, Stuart McCoy at the same address.